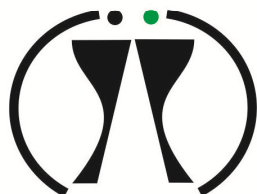
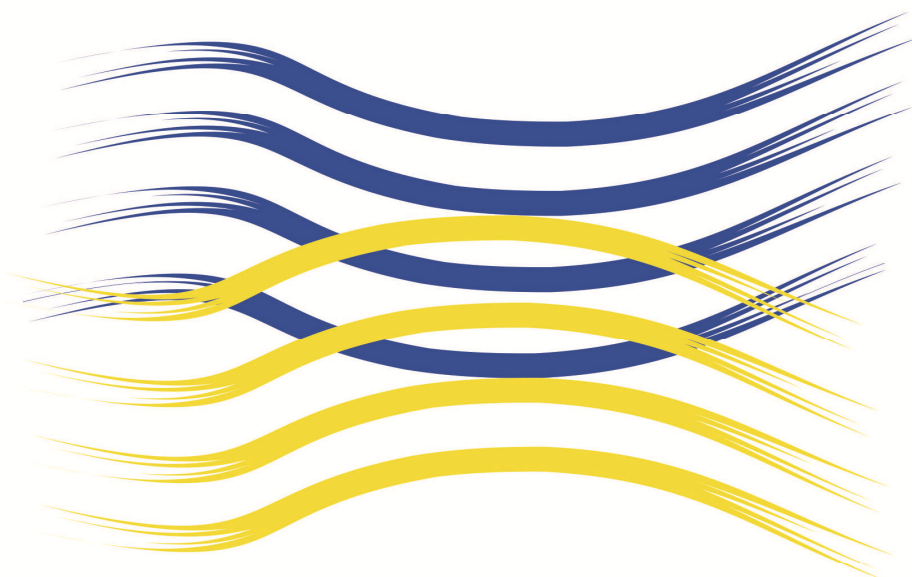


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A PROPOSAL FOR SHAKEN BABY SYNDROME PREVENTION PROGRAMS: DO MORE PLAYERS SUCH AS NEUROPSYCHOLOGISTS AND NEUROSURGEONS NEED TO COLLABORATE IN ORDER TO PREVENT THIS PHENOMENON?

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According to the literature, abusive head injuries in infants and children are considered of utmost importance worldwide as they are the major cause of severe morbidity and mortality by head trauma especially in infants (Vinchon, 2022; Vinchon, & Di Rocco, 2022a), but unfortunately even today in many countries, the prevention of such cases is approached as something complex and fuzzy.

In a recent publication the results of the implementation of a shaken baby syndrome prevention program conducted solely by nurses in Turkey is found to have a positive impact (Kaya et al., 2022). But what can healthcare professionals, other than nurses, do in order to contribute to this initiative? Increasing mothers' awareness and knowledge of shaken baby syndrome by the healthcare professionals, who are closer to them, such as nurses, could be a starting point. A basic point for further consideration should also be the education-training-awareness of healthcare professionals of all specialties regarding the clinical features, and the organization by multidisciplinary teams including two groups of specific interest; pediatric neuropsychologists and pediatric neurosurgeons of outreach programs, aiming to those who may or may not play the role of perpetrators (that is the parents).

More specifically, these two groups (neuropsychologists and neurosurgeons) are of extreme importance for such intervention programs, as they are those professionals who specialize on the dangers of specific parent behaviors-actions on infant-child brain/physical health, as well as on the cognitive and psychological consequences of parents' behaviors. Thus, these professionals are those who know firsthand what information is crucial to be given to parents (current and/or future) through education programs, and can target, for example, at parents of newborn infants and how they may better understand how anger management and other violent behaviors (intentional and/or unintentional) can have medical and psychological consequences both for their children and themselves. Especially, parents have to understand how learning and behavior are related to brain development, and how the normal course of this development is affected by what they do or what they do not do.

Although pediatric neurosurgeons have been found to have homogeneous attitudes regarding surgical, intensive care, and legal management of such cases (Vinchon, & Di Rocco, 2022b), we still know little about what laypeople believe and know in different cultural contexts. In addition to that, we must keep in mind that such campaigns must not only focus on the dissemination of scientific

knowledge, as information is not all that matters in healthcare (Giannouli et al., 2017), but to put a double aim, that is a) to plan strategies for prevention and early intervention in order to support families that are at risk of domestic violence (taking the form of infant/child abuse and neglect), but before that b) to examine, clarify and (if needed) change the widely held attitudes, views and behaviors with respect to the above issues, so we can aim at them in a more tailored way (Dias et al., 2005).

Thus, a strong commitment to preventing abusive head injuries needs both a global and a local perspective by all involved healthcare professionals. We recommend that prevention of abusive head injuries should entail: 1) Information on the risks of violent behavior on a baby, 2) Targeted campaigns when risk factors for domestic violence are identified, and 3) Disseminating knowledge about the developmental impact of violent behavior by a “tailored approach” adapted to the public’s knowledge and beliefs. Although the huge task of widespread prevention and the restricted manpower available can be bridged by educating nurses to run such programs, this is a naïve solution. Our approach must be based not only on up-to-date knowledge disseminated by groups of experts, but also on the real diverse beliefs and needs about these issues in each country as these may act as impediments with varying implications on our race for the prevention of abusive head injuries.

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FEATURES OF THE ESTABLISHMENT OF SOCIAL AND PSYCHOLOGICAL ASSISTANCE TO THE UKRAINIAN POPULATION IN THE CONDITIONS OF OPPOSING THE AGGRESSOR

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Abstract

The purpose of the study is to determine the socio-psychological factors influencing the effectiveness of social-psychological assistance to the Ukrainian population in wartime conditions and their possible approbation as the use of relevant experience to ensure effective professional training of future psychologists in higher educational institutions. Research tasks: 1) determination of the social and psychological needs of the war-affected population of Ukraine; 2) determination of the level of social and psychological provision of assistance to victims; 3) determination of the conditions and means of ensuring the development of social and psychological assistance to the affected population.

To solve the research task – to determine the level, conditions and means of ensuring the development of socio-psychological assistance to the affected population, the following research methods were used: theoretical analysis, synthesis and applied research using standardized methods.

The state of readiness of Ukrainian psychologists to provide appropriate assistance to the population, development of the necessary psychological and methodological materials was analyzed. The peculiarities of psychological assistance to the injured are highlighted using the example of one of the first psychologists who developed a methodical guide aimed at the psychological and mental rehabilitation of injured Ukrainians. Emphasis is placed on psychological diagnosis and individual and group psychocorrection, psychotherapy (primary psychological assistance to displaced persons, assessment of the severity of the impact of a traumatic event, self-assessment of the level of depression in psychological diagnosis, short psychotherapy in an individual and complex multi-directional approach to getting out of a traumatized state in group work with displaced persons) and the importance of the positive influence on the development of this assistance of the relevant personal and professional qualities and properties of future psychologists.

In order to identify the conditions and means of ensuring the development of socio-psychological assistance to the affected population, a number of methods were used in the study: 1) "Self-esteem" test (by S.A. Budassi); 2) Method "Self-assessment of mental state: well-being, general activity, mood (SAN)" (authors: V.A. Doskin, N.A. Lavrentyeva, V.B. Sharay, M.P. Miroshnikov); 3) "Scale of reactive and personal anxiety" (developed by C.D. Spielberger, adapted by Y.L. Khanin); 4) "Professional identity study methodology (MVPI) (author L.B. Schneider).

178 students of the III-IV courses of the Institute of Pedagogy and Psychology of the National Pedagogical University named after M.P. Drahomanov and 5th courses of the Faculty of Psychology named after T.G. Shevchenko and the Faculty of English of the National Linguistic University.

From the analysis of the conducted methods, it was found that the researched future psychologists, who are oriented to practical activities under the guidance of mentors, have inadequately inflated self-esteem, an average level of cognitive activity, and an average level of anxiety during training, which correlates with an insufficient level of development of their professional self-identity. This indicates an inadequately inflated self-esteem, insufficient self-determination, inadequate self-satisfaction, self-expression, and insufficient self-regulation of the subjects during training.

Therefore, it is necessary to pay special attention to creating conditions, finding means to increase opportunities for future psychologists to achieve a conscious, positive professional identity at the stage of educational and professional training, as this is an important basis for the effective formation of their professional identity in the future, as future reliable qualified specialists, the professional level of which will meet public demands, the needs of psychological assistance to victims of the war in the country.

Keywords: socio-psychological assistance, psychological-methodical support, professional self-identity, personal-professional qualities and attributes, future psychologist

Introduction

Today, our society faces social challenges generated by the full-scale invasion of the Russian Federation. As a result of the military events that have been taking place in Ukraine for the past six months (and 8 years in a row), the need for social and psychological support and accompaniment of entire social groups, as well as psychological help for individuals, children and adults, has become even more acute. At the same time, it became obvious and urgent the need for methodological and methodical support of this work, development of programs and methodical tools, for its separate areas of preparation of methodical and educational materials, manuals, etc.

The analysis shows that psychological assistance to the population of Ukraine in war conditions is still insufficient today (according to the data of the leadership of the psychological service of the Ministry of Education and Culture of Ukraine). At a rather low level of development, there is appropriate educational and methodological literature for psychological assistance to Ukrainian victims. Of course, there is an explanation for this.

However, a good example and practice is that relevant Western specialists work with migrants and refugees from Ukraine for the purpose of psychological support and assistance in assimilation in new cultural conditions and adaptation to unusual living conditions (Hárdi, 2011, Kenneth, 1999, Kristal-Andersson, 2000).

Social, mental, or psycho-social trauma as a result of war has a long history of research, dating back to ancient scientists. In psychological science, the works of K. Jung and V. Frankl in their own way complemented the theory of trauma. Thus, V. Frankl, based on his own experience as a prisoner of a concentration camp during the Second World War, demonstrated to the whole world how one can transform one's suffering by giving it meaning. According to the intelligence of the famous American scientist R. Papadopoulos, who studied the term "trauma" in his psychological and philosophical theory of trauma (Papadopoulos, 2002), the ultimate goal of psychological assistance to traumatized people should be the transition to reinterpretation of the trauma, a new outlook on further life, to the formation of its new goals, values and meaning, and the search for appropriate resources.

Another option for getting out of a crisis situation is the actualization of psychological stability. According to the definition of the American psychologist F. Walsh, this means that a person is more stable if he is included in the joint mutual support of people to each other (Walsh, 1993). Also, military psychology textbooks describe psychological assistance to military personnel during any war, where general principles, theoretical approaches, work with trauma in various psychotherapeutic schools, methods are presented (Komar, 2017, Kokun et al., 2017). Many examples can be given, but even these give us a proper understanding of the course of thought and provide an opportunity to single out relevant areas of research.

General Characteristics

In the 2006-2007 academic years, on the professional training grounds of the Department of Psychology and Pedagogy of the Institute of Pedagogy and Psychology of the National Pedagogical University named after M.P. Drahomanov and the Department of Psychology of the Faculty of Psychology of the National University named after T.G. Shevchenko and the Faculty of English of the National Linguistic University conducted a psychological study of 178 psychology students with informed consent.

Sample

Using the results of the questionnaire to determine the peculiarities of professional choice, psychology students were divided into 2 groups: the main group consisted of 178 students (32 future psychologists who were focused on practical activities and 146 future psychologists - on theoretical activities); the comparison group consisted of 170 future managers.

Tools and Procedures

A number of methods were used in the study to reveal the peculiarities of the formation of the professional self-identity of future psychologists: 1) "Methodology of the study of self-assessment of the individual" (author S.A. Budassi); 2) Method "Self-assessment of mental state: well-being, general activity, mood (SAN)" (authors: V.A. Doskin, N.A. Lavrentyeva, V.B. Sharay, M.P. Miroshnikov); 3) "Scale of reactive and personal anxiety" (developed by C.D. Spielberger, adapted by Y.L. Khanin); 4) "Professional identity study methodology (MVPI) (author L.B. Schneider).

With the help of these methods, the levels of personal and professional qualities and attributes of psychology students, which are aimed at practical activities under the guidance of psychologist mentors, were determined.

Data Analysis

The statistical analysis of the obtained data was carried out by methods of mathematical processing of the results - primary statistical analysis, determination of correlations (Pearson's correlation coefficient), factor analysis with further qualitative analysis and generalization of the obtained results. Data processing was carried out using the SPSS 20.0 for Windows software package (Nasledov, A. IBM S P S Statistics 20 and AMOS: professional statistical analysis of data. St. Petersburg: Peter, 2013. 416 p.)

Research Results

In accordance with the empirical research procedure, the distribution of future psychologists according to the levels of development of the structural components of professional self-identity was determined (Table 1).

Table 1
Distribution of Future Psychologists by Levels of Development Structural Components of Professional Self-Identity

Components of professional self-identity	Levels of development (number of subjects, in %)		
	Low	Average	High
Motivational	21.2	33.6	45.2
Cognitive	24.4	43.4	32.2
Operating	60.6	20.0	19.4

N = 178

As can be seen from the table 1, the operational component of the professional self-identity of future psychologists turned out to be the least developed, a high level of which was found only in 19.4% of respondents who are oriented to practical activities, the rest have a low 60.6% and an average 20% level of development - those oriented to theoretical activity.

The operational component of professional self-identity contains a number of personal and professional characteristics of future psychologists and directly affects the process of its formation. In this component, three components are distinguished: involvement in psychological practice, professional cooperation with a mentor, practical awareness in professional activities.

We used a number of methods to identify personal and professional characteristics and their influence on the formation of the professional self-identity of future psychologists.

The results of the study showed that an inadequately inflated level of self-esteem was observed in 75.03% of the studied psychology students who are oriented to practice under the guidance of mentors in the learning process. 25.33% of the studied students have a high level of self-esteem. And among psychology students who are focused on theoretical activities without the guidance of mentors during their studies, 52.31% of the subjects had a high level of their self-esteem, and the same number - 24.08% each - had an average and low level of their self-esteem (Table 2) .

In our study, the inadequately inflated level of self-esteem of future psychologists, who are oriented to practice under the guidance of mentors during training, indicates the insufficiency of their professional self-determination, i.e., lack of professional knowledge, abilities, self-regulation, as well as the inadequacy of self-satisfaction and self-expression.

The results of high self-esteem obtained by half of the studied students, oriented to theoretical activities, testify to their professional self-satisfaction, active professional self-expression.

Table 2
Quantitative Indicators of Self-Assessment of Future Psychologists Oriented to Practical Activities under the Guidance of Mentors and Indicators of Self-Evaluation of Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Self-esteem, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Inadequate overrated	75.03	
2.	High	25.33	52.31
3.	Average		24.08
4.	Low		24.08

(According to the "Self-esteem" test by S. A. Budassi), %
N = 178

According to the results of the National Academy of Sciences questionnaire, it was found that a high level of functional state of activity was observed in 85.03% of the studied psychology students, oriented to practice under the guidance of mentors during their studies, 15.23% - an average level, and in students - psychologists who are focused on theoretical activities without the guidance of mentors during training. This speaks of their professional self-awareness, self-satisfaction, high self-esteem, professional self-determination, independence, self-regulation, active professional self-expression.

Table 3
Quantitative Indicators of the General Functional State of Activity of Future Psychologists Who Are Oriented to Practical Activity under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activity Without the Guidance of Mentors, %

No	Levels	General functional state of activity, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Favorable condition	85.03	84.33
2.	Norm	15.23	15.01

N = 178

A high level of cognitive activity was observed in 25% of studied psychology students oriented to practical activities under the guidance of mentors during their studies and in 15% of psychology students oriented to theoretical activities without the guidance of mentors, and in 75% of psychology students oriented to practical activity under the guidance of mentors during training, and 85% of psychology students who are oriented to theoretical activity without the guidance of mentors had an average level of cognitive activity.

These studied students are characterized by insufficient professional self-satisfaction, self-determination, passive professional self-expression, insufficient self-regulation, and low self-esteem.

Table 4
Quantitative Indicators of Cognitive Activity of Future Psychologists Who Are Oriented to Practical Activities under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Cognitive state, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	High	25	15
2.	Average	75	85

N = 178

According to the results of a survey to identify the level of anxiety of students oriented to practical activities under the guidance of mentors during training, it was found that 85% of respondents have an average level of anxiety, and 15% have a low level. This indicates the insufficiency of their professional self-determination, self-regulation, and low self-esteem.

The results of the survey aimed at identifying the level of anxiety of psychology students who are focused on theoretical activities without the guidance of mentors during training showed that 65% of the respondents had an average level of anxiety, and 35% had a low level. This indicates the insufficiency of their professional self-determination, self-regulation, and low self-esteem.

The higher level of anxiety among students oriented to practical activity can be explained by greater requirements regarding the vision of oneself in the practice of professional activity and greater requirements of this orientation in the profession.

Table 5
Quantitative Indicators of Anxiety of Future Psychologists Who Are Oriented to Practical Activities under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Anxiety, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Average	85	65
2.	Low	15	35

N = 178

The results of the survey aimed at determining the levels of negative emotional experience of psychology students who are oriented to practice under the guidance of mentors during their studies showed that 25% of future psychologists studied have an average level of negative emotional experience, 75% have a low level. This indicates a high level of their professional self-satisfaction, self-esteem, self-regulation, and active professional self-expression.

The results of the study of the state of negative emotional experience of future psychologists, who are oriented to theoretical activities without the guidance of mentors during training, showed that 75% of students have an average level of negative emotional experience, and 25% have a low level. This indicates a lack of professional self-satisfaction, low self-esteem, professional self-determination, passive professional self-expression, and insufficient self-regulation.

The low level of negative emotional experience of practice-oriented students can also speak of the positive, supportive influence of mentors in their attempts at practical activities.

Table 6
Quantitative Indicators of Negative Emotional Experience of Future Psychologists Who Are Oriented to Practical Activities under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Nervous-emotional experience, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Average	25	75
2.	Low	75	25

N = 178

According to the results of a survey of psychology students who are oriented to practice under the guidance of mentors in order to identify their level of cognitive activity in a normal state, it was found that 65% of the surveyed students had a low level of the studied activity under the conditions of being outside of studies, and 35% - average level. This means a lack of self-satisfaction, self-determination, self-expression, self-regulation of the studied students during studies with low self-esteem, which is confirmed by a low level of their professional self-awareness, self-satisfaction, self-determination, self-expression outside of studies.

The influence of personal and professional characteristics on the formation of the professional self-identity of the researched future psychologists, who are oriented to practical activities under

the guidance of mentors, show their insufficient personal and professional focus on their future profession with the professional support of mentors. This is manifested in an inadequately inflated self-esteem, an average level of cognitive activity, and an average level of anxiety during learning. This indicates an inadequately inflated self-esteem, insufficient self-determination, inadequate self-satisfaction, self-expression, and insufficient self-regulation of the subjects during training, but sufficient cognitive activity at an average level of anxiety.

The influence of personal and professional characteristics on the formation of the professional self-identity of the researched future psychologists, who are oriented to theoretical activities without the guidance of mentors, show their sufficiently high orientation towards their future profession without the support of mentors. This is manifested in a high level of self-esteem, functional state, average level of cognitive activity, anxiety, manifestation of negative emotional experience of the studied students. This suggests that these students have high self-esteem, a high level of professional self-satisfaction, active professional self-expression, a high level of professional self-awareness, professional self-determination, independence, self-regulation at an average level of cognitive activity, anxiety, and the manifestation of negative emotional experience.

Taking into account the above results of the research on the formation of the professional self-identity of future psychologists in the course of educational and professional training, the following conclusions can be drawn: the studied psychology students who are oriented to practical activities under the guidance of mentors have an insufficient level of formation of their professional identity, and the psychology students who are oriented on theoretical activity without the guidance of mentors have a sufficiently high level of formation of professional self-identity.

In accordance with the objectives of our research, the obtained results were compared with the corresponding levels of professional identity of future psychologists oriented to practice and future psychologists oriented to theory. Thus, according to the results of the variance analysis, the following was found: those future psychologists, oriented to the theory, who received sufficiently high indicators of the state of personal and professional properties, respectively, had a sufficiently high level of development of their professional identity. And psychology students, oriented to practice, who received relatively low indicators of the state of personal and professional attributes, respectively, had an insufficient level of formation of their professional identity.

Discussion

Going back to recent history, the first professional response to the request for social challenges of war by the Russian Federation in 2014 was the creation of the Institute of Psychology named after G.Ġ Kostyuk of the National Academy of Medical Sciences of Ukraine of the Crisis Center for Medical and Psychological Assistance (March 2014). Providing psychological assistance to the population on a volunteer basis, the center's specialists have relevant experience in solving a wide range of tasks: providing support to victims during civil confrontations; work with groups of forced migrants from Crimea and eastern regions of Ukraine, and now from all other regions of the country. The Center conducts a complex of socio-psychological activities aimed at prevention and rehabilitation work with military personnel, carries out counseling and psychological, psychocorrective, psychotherapeutic work with children, adults, and families, and carries out prevention of traumatization and emotional burnout. They also conduct training for relevant groups – volunteer psychologists and representatives of other auxiliary professions and carry out educational and methodological work.

The international public organization “International Center for Development and Leadership” also introduced a project on “providing social and psychological support and assistance to the population during the war”. Within the scope of this project, specialists provide the necessary socio-psychological support and assistance to people who suffered during the war; help in the development of professional competences of specialists in auxiliary professions and parents to provide socio-psychological support, overcome the consequences of traumatic events and create an environment that promotes the healthy development and well-being of children. The target audience for this work was social workers, psychologists, volunteers, parents, adoptive parents, pregnant women, women giving birth, and children affected by the war.

In order to provide psychological support to the population and to develop the skills of primary psychological assistance and self-help during the war, psychologists-consultants of the Department of Psychology of the Sumy Institute of Postgraduate Education launched the activities of information platforms at which multi-directional assistance is provided to affected people in war conditions. This includes psychological support for children (first psychological aid for children who are in a post-traumatic state; psychological and pedagogical support for children with special educational needs. Games against tension, what to occupy the child in the storage room), help for the elderly in overcoming anxiety during military operations, emotional burnout during the war and methods of self-regulation of the personality, maintaining the viability of providing psychological first aid, that is, to those who provide it. And the impact of traumatic events on the educational process (psychological moments as a means of emotional stabilization of students – five-minute psychological videos; provision of psychological support for the educational process under martial law – the electronic “Handbook of Freedom” has a special section “In wartime”). And also videos for parents (how to talk to children about the war).

Another project “Providing psychosocial and emotional support to the population and improving the quality of mental health services in the community” implemented by the Association for Innovative and Digital Education (USAID) is also currently involved. Specialists of this project use successful international practices, which have already shown their effectiveness for a long time in many countries of the world, during military operations. These practices and protocols are recognized by specialized international organizations, including the WHO. The project envisages solving the following three tasks: a) building a system of providing psychological assistance in the community (training of officials of local self-government bodies); b) provision of psychological first aid to children and adolescents (training of educators); c) provision of psychological assistance to adults (training of social workers, psychologists).

Therefore, the provision of socio-psychological support and assistance to the population during the war in Ukraine has a wide range of influence on various categories of victims and specialists of auxiliary professions.

Taking into account the content of such work, scientists of the Institute of Psychology named after H. Kostyuk's idea was to develop appropriate scientific material, which is directly related to the social upheavals that Ukrainian society has been experiencing in recent years and the requests that it has made for specialists who provide psychological assistance to the population. Threats to life, observation of violent death, unpredictable resettlement of people, combat wounds are extremely traumatic factors that cause stress, likely to become psychotrauma, cause the development of post-traumatic stress disorders. Such emotional trauma means for society, first of all, the loss of the psycho-emotional balance of human relations, a threat to the favorable development of the younger generation, and the aggravation of pathological processes in the life of society as a whole (Kisarchuk et al., 2015).

In general, as noted by the American scientist R. Papadopoulos, it is possible to single out the following three large groups of possible consequences of trauma that led to resettlement. These are: negative, positive, and neutral. In providing psychological assistance to displaced persons, it is important to determine the degree of severity of mental disorders as a result of the impact of negative consequences. According to R. Papadopoulos, it was proposed to apply the following differentiation: 1) ordinary human suffering (ZLS); 2) traumatic psychological reactions (TPR); 3) psychiatric disorders (PR). The most common type of development of this affect is PTSD, which requires the professional intervention of both psychiatrists and psychotherapists (Papadopoulos, 2022). There are certainly people who not only survive inhumane torture and harsh circumstances with a significant degree of integrity but can also be psychologically strengthened as a result of the direct impact of traumatic events. Thanks to such dynamics and psychological transformation, this category of consequences was named development activated by disaster (Papadopoulos, 2022). This group includes all positive changes that are a direct result of experienced suffering. The third option for exiting the crisis situation is related to the actualization of psychological stability. Psychologists suggest in this case to metaphorically consider a person, family or society as elastic formations that should withstand pressure and not change their basic values, meanings, and abilities (Walsh, 1993).

Ukrainian psychologists and psychotherapists faced a difficult test. They faced the above-

mentioned reality suddenly, without having the appropriate practical training. At the same time, the experience of foreign countries, which became the basis for the development of effective ways of psychological assistance to people, could not solve all the problems faced by Ukrainian specialists. In the course of practical activities on the Maidan, in places of resettlement of forced migrants, in the ATO zone, in hospitals, it became clear that in Ukraine we have a special mental, social, cultural and psychological specificity that must be distinguished and taken into account. It was under such conditions that it was important for practicing psychologists, psychotherapists and scientists to react quickly, professionally and in a coordinated manner. This situation also requires appropriate professional and psychological training of psychologists in higher education institutions. During training, one should work towards the acquisition of relevant personal and professional qualities, properties, and skills by future psychologists, as components of their professional self-identity to ensure the necessary psychological assistance in accordance with the needs of the Ukrainian population in war and post-war times.

The authors of this project, who specialize as psychologists-consultants and psychotherapists, while working at the Maidan and later at the Crisis Center for Medical and Psychological Assistance, have accumulated considerable professional experience in working with various categories of victims (Kisarchuk et al., 2015). At the same time, they note that their colleagues at the Center - psychologists who have not practiced before, as well as representatives of public and volunteer organizations need educational and methodological support, adequate methods for working with victims, methodological and training aids. Therefore, the scientists of the Institute of Psychology came up with the idea of creating a methodical manual based on the understanding and generalization of their own experience of psychological assistance to various categories of victims.

The situation that Ukraine has been experiencing in recent months is such that it goes beyond the normal human experience: information attacks, civil protests and attempts to suppress them, and military actions - all this has caused a significant disruption of people's daily life, damage to their health, great human casualties, significant material damage, etc. Scientists usually classify such a situation as extreme, extraordinary (Malkina-Pykh, 2005). An extreme situation for those who experience it can become a crisis, stressful, traumatic and cause a crisis, stress, and psychotrauma, respectively.

The term "crisis" (from the Greek "decision, turning point, exit") means a difficult transitional state of a person, caused by an internal or external factor or a sharp change in the status of personal life (Osyppova, 2005). In the most general sense, the term "stress" from the English "tension" is used to denote human states characterized by strong tension and which arise in response to various extreme influences (Kisarchuk et al., 2015).

Regarding the concept of "psychotrauma", as noted by Tarabrina and co-authors (Friedman, 2006), according to modern concepts of stress, the latter becomes psychotrauma when the consequence of the stressor is a disturbance in the mental sphere of a person similar to disorders in somatic processes. A traumatic stressful event characterized by suddenness, destructive force, and intensity acts as a stressor in such cases. This event is often associated with the fact or threat of death, serious bodily injury, or sexual violence, and it brings a person completely new information that must be integrated into previous life experiences. A traumatic event is either experienced personally, or a person witnesses such an event, or receives news of a serious physical injury or death of a loved one. And, according to the data of the UN Refugee Agency, as of 2022, the number of internally displaced persons in Ukraine has reached 14 million people. Therefore, the relevance of the diversification development of this direction is indisputable.

The problem of providing psychological assistance to refugees or their psychological support is not new for the world, but it is completely new and unexplored for domestic specialists. As of 2014, Ukraine did not even have an established term used for Ukrainian citizens who were forced to temporarily leave their homes in other regions of the country. Thus, in literary sources and official documents, in the everyday language of specialists, there were various definitions of this category of persons: temporarily displaced persons, internally displaced persons (IDPs), displaced persons, forced migrants, internal refugees, etc. It is worth noting that human rights defenders emphasize that the term "internally displaced persons" corresponds as much as possible to international legal practice and should be widespread in Ukraine (Kisarchuk et al., 2015). In turn, the authors of the

project (psychologists) use the term “displaced persons” as a synonym for the legal term “internally displaced persons”.

In order to outline the subject of providing psychological assistance, we will use the definition of the Office of the United Nations High Commissioner for Refugees (UNHCR) (Kisarchuk et al., 2015). Internally displaced persons are considered to be people forced to leave their homes (places of residence) in order to avoid the consequences of an armed conflict (a situation of general violence, violations of human rights) or natural disasters or man-made disasters, who have not crossed the internationally recognized state border of the country. It should be noted that in modern Ukrainian realities, the displacement of people is often connected with military or terrorist actions, as well as in cases of mass disruption of social order or occupation of residential territories by another country; committed against them and their family members by violence, persecution, real threat of being persecuted on the grounds of nationality, religion, language. It is clear that all these people who left their homes and native land, work, relatives and friends (close society) need psychological help in adapting to new living conditions.

The experience of Western specialists who have been working with the problems of migrants and refugees for a long time shows that, in addition to psychological support, helping them involves assimilation in new cultural conditions and adaptation to unfamiliar living conditions (Hárdi, 2011, Kenneth, 1999, Kristal-Andersson, 2000).

Own work experience of psychologists from the Institute of Psychology named after Kostyuka with displaced persons from the Autonomous Republic of Crimea allows to determine the following main functions of a psychologist who provides psychological assistance to internally displaced persons. These include:

1) Psychological adaptation:

- treatment of severe stressful conditions;
- help in perceiving changes and returning to life;
- assistance in assimilation and integration of acquired experience and creation of new life prospects.

2) Social adaptation:

- assistance to temporary migrants in adapting to a new environment (place of relocation).

In order to effectively organize work on psychological assistance to forced migrants, it is necessary to have a clear understanding of their mental states caused by a traumatic situation. Events that force people to leave their places, to leave their homes, are so far beyond the boundaries of normal life that they are experienced as extremely stressful for everyone who finds themselves in such situations (regardless of whether they left because of anxiety or because of real threat to life during the deployment of military operations). Psychologists should also take into account the fact that resettlers find themselves in such stressful conditions at least several times: before resettlement, during resettlement, and after resettlement. Let's consider the specifics of mental states and related problems on the example of refugees from Crimea, which were caused by their forced displacement (Kisarchuk et al., 2015).

Violations (features) in the affective sphere. Such violations could be manifested in “emotional numbness”, a state of depression, irritation, gloom, inability to feel joy, love, creative upsurge. A sense of helplessness was characteristic of the migrants (especially in the first two or three weeks).

Disturbances (peculiarities) in the cognitive sphere. Deterioration of memory, concentration of attention, marked inattention and forgetfulness were observed among the migrants.

Changes in behavior (features of behavioral manifestations). Attention was drawn to such peculiarities of the behavior of the immigrants as the unpredictability of actions, excessive disinhibition, and unmotivated vigilance. The basis of these behavioral manifestations, according to the observations of scientists, is a lack of trust (or a loss of trust in anything/anyone).

One of the vulnerable categories of the population that has come under the influence of recent extreme situations in society are children. On the one hand, children experience real anxiety, fear and despair, which are induced by their close environment, on the other hand, the mechanisms for solving these strong experiences do not always work effectively, because adults themselves are not yet able to fully restore their own integrity. It is in such children that increased traumatization

is observed, and they first of all need comprehensive psychological support. Some children who have experienced traumatic events may develop post-traumatic stress disorder (PTSD) about six months after the traumatic event.

Working with the environment in which children are is extremely important. The specialist should strive to ensure that the environment acquires the following characteristics favorable to the restoration of the child's psyche: safety, constancy, rhythm, consistency, predictability, the prevailing atmosphere of respect.

The work on the creation of a national system of psychological assistance to military personnel during the training period, during combat operations and during the recovery period, the formation of the system of readaptation and rehabilitation is just beginning. Psychologists are in a situation of creative search, trying to feel and understand what psychological assistance to military personnel should be like in Ukraine.

This problem is defined by certain concepts important for understanding. The war zone is characterized as a set of extreme and hyper extreme situations (Kadyrov, 2012). Military personnel performing their duty experience significant internal stress that exceeds human capabilities, destroys habitual perception and behavior, often leads to dangerous consequences, causes combat stress (Kitaev-Smyk, 2001). The latter is characterized by complex changes in the emotional sphere, well-being, activities, aspirations, cognitive strategies, and human relationships.

Psychological assistance to servicemen is a complex of organizational, psychological, medical and other measures aimed at ensuring that soldiers successfully overcome the circumstances of modern combat that traumatize the psyche, in order to preserve combat capability and prevent the development of post-traumatic mental disorders in them.

Psychological assistance to military personnel during the war is described in textbooks on military psychology, which present general principles, theoretical approaches, work with trauma in various psychotherapeutic schools, and methods.

The purpose of psychological assistance to servicemen performing their duty in the combat zone: facilitating the adaptation of personnel to an extreme situation; prevention of mental disorders caused by servicemen staying in the combat zone; improvement of physical, mental and personal functioning of servicemen.

Along with the theoretical model of psychological assistance to immigrants, scientists of the Institute of Psychology and other socio-psychological organizations created a set of methods and techniques that they used in diagnostic and psychotherapeutic work.

In the diagnosis of forced migrants from the Autonomous Republic of Crimea, the authors used the "Trauma Grid" (primary psychological assistance to migrants) and other methods, such as: "Scale for assessing the severity of the impact of a traumatic event" (Horowitz, 1980); Zung Self-Rating Depression Scale (ZDS) (Zung, 1965). There is also experience in conducting individual and group work with immigrants.

Also, one of the effective forms of working with the close environment of children temporarily resettled from dangerous zones is the organization of special permanent psychological support groups. The experience of the authors of the project shows that those relatives of the child who got together every week and discussed urgent problems, performed exercises to relieve tension, were able to get answers to questions about children from specialists, overcame the negative psycho-emotional consequences of a crisis situation much faster, mastered self-help skills and elementary skills of interaction with a child in the post-stress period. The techniques of body-oriented psychotherapy, art therapy (drawing, sculpting from plasticine and clay), sand psychotherapy, play psychotherapy, folk therapy (performance of lullabies), catathymic-imaginative psychotherapy were the most successful techniques in working with mentally injured children (Kisarchuk et al., 2015).

Specialists of the International Center for Leadership Development, who conduct support groups for women with children who have gone abroad, also adhere to this line of work. Their work also includes holding support groups for women whose husbands are fighting. These groups give women a chance to talk about their fears and feel that they are not alone.

Next, specialists of the leadership development center engage in developmental online classes for children of all ages. With the beginning of hostilities in Ukraine, families with children faced the impossibility of their children attending kindergartens, schools, and clubs, which causes them

to fall behind the program and limit the conditions for children's development.

Psychologists of the Crisis Center of the Institute of Psychology named after G. Kostyuk, for their part, emphasize the importance of social and psychological support for children during adaptation in a new school environment. Specialists need to openly talk about the situation in which newcomers are in the class, encourage other children to support and be friendly. And also introduce mandatory physical education minutes with exercises to relieve muscle tension in lessons.

Some folk traditions have also proven their effectiveness in the process of psychological rehabilitation of children from temporarily resettled families (Kisarchuk et al., 2015). From the experience of the center's specialists, for example, singing lullabies to children by someone close to them had an extraordinary therapeutic effect both for restoring a sense of security, strengthening the child's psychological resources, and for working through adverse psycho-emotional states. At the same time, the performance of these songs equally affected both the psycho-emotional and physical state of the child, as well as the state of the person performing them. It is also important to create an opportunity for the child to stay in a children's environment, where it would be possible to play, run, have fun. If a family archive is available, you can look through old photos with your child and take new ones in order to extend the timeline into the future.

Therefore, psychological assistance to displaced persons, and especially to children, should be comprehensive and strategically thought out.

The leadership development center also trains social workers to work with children and families in wartime. Webinars are held for them on the following topics: socio-psychological tools in working with families and children during war, peculiarities of working and interacting with children during war, etc. Informing social workers, parents and managers about working with children and families in war and post-war conditions through social networks. The purpose of this is the formation and development of competences (understanding and knowledge) of specialists and parents about the peculiarities of working with children and families in war conditions.

Psychological work with military personnel includes psychological support and psychological rehabilitation (Psychological supplement manual). Psychological support is aimed at activating existing mental resources and creating additional resources to ensure the active actions of personnel in the conditions of modern combat. Psychological rehabilitation of military personnel is a specific type of psychological assistance provided to soldiers experiencing acute or chronic adaptation disorders (Yagupov, 2004).

Psychological rehabilitation of military personnel during the recovery period should be carried out in the following sequence: work with the body, formation of self-help skills (body-oriented therapy, breathing techniques, relaxation training, etc.); work in a group aimed at clarifying issues, recalling traumatic events, fallen comrades; discussion of useful strategies for overcoming the consequences of extreme events, etc.; individual counseling for the purpose of working out negative feelings and states and actualizing resource states. To implement the last task, it is good to use art therapy methods. Usually, work in the recovery period ends with an existential stage.

The psychologist's work with military personnel who are in the combat zone is not limited to the forms described above: it is important to support people and give them recognition; to help cope with losses and reconcile conflicts with family members; it is important to help restore lost traditions and create new ones; it is necessary to work with "difficult" questions, especially to determine the meaning, etc. It is important to supplement psychotherapeutic work with the organization of various forms of leisure time possible in those conditions. It can be talking by the fire, watching movies together, singing songs to the guitar, celebrating someone's birthday, etc.

But the determining factor in the psychologist's work is his resource state: normal physical and emotional well-being, ability to accept the interlocutor – often inadequate or aggressive, willingness to give him love.

Thus, as we can see from the above data, such personal and professional qualities and attributes are important for the psychologist's effective work with people affected by the war, such as: empathy, desire to help, mental stability (resourcefulness), psychological education, practical awareness.

So, as we can see, there is a growing need for effective training of future psychologists, namely the formation of the professional self-identity of these future specialists, the development of its operational (practical) component.

Conclusions

The material presented above shows that the current military situation in the country has created the corresponding needs of society for special psychological help.

This will allow psychology students in the future to quickly find themselves as specialists in a wide range of social psychological needs, both during the war and in the post-war period. The training of qualified specialists who are able to effectively deal with such negative manifestations will help to solve these urgent issues as soon as possible.

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CHARACTERISTICS OF LIFE AND PROFESSIONAL STRATEGIES

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Abstract

The implementation of the research goal, which was to determine the main functional characteristics of a person's life and professional strategy, was carried out on the basis of the analysis of the results of his own research. The article substantiates the essence of the concept of "life strategies", "professional strategies" based on the analysis of scientific psychological literature. On the basis of the author's own research, a characterization of the professional strategies inherent in people of different age periods was carried out. In the structure of the characteristics, the following parameters were selected: the age of education seekers, the form of education, the strategy of choosing a profession and an educational institution, the presence of a profession and the presence of professional experience. Based on the analysis of the results of the author's research, the following characteristics were identified: the ability to adapt to the conditions of the profession and life, stress resistance, readiness for professional development, readiness to achieve professional success, professional activity, professional mobility, attitude to the profession as the implementation of a life plan. Combinations of these features made it possible to distinguish professional strategies: a strategy of cooperation, a strategy of professional creativity, a strategy of professional development and professional health.

Keywords: *life strategies, professional strategies, professional development, personal development, helping professions*

Introduction

The complex socio-economic conditions of existence of a modern Ukrainian present him with complex tasks that relate to the need for physical and psychological adaptation to the surrounding environment. At the same time, the question of individuality, personal and professional development, activity of the individual remains relevant for the individual himself. The latter depends directly on the life strategy followed by the individual in the process of forming and achieving goals and implementing life programs. At the same time, the choice of a professional strategy remains in question.

A modern person has a significant number of opportunities and freedom of choice to build his own personal and professional path - this is on the one hand. On the other hand, there are certain restrictions for the implementation of life and professional plans, since the current Ukrainian society is going through a certain crisis, which is caused by military actions that have been conducted on the territory of Ukraine by the Russian invaders for almost a year, long-term quarantine restrictions in connection with COVID-19, which limit these possibilities.

The problem of researching life and professional plans and ways of their implementation is one of the central ones in the study of personality, its social and professional mobility, motivation for self-realization and self-development, understanding of emotions, both one's own and other people's, development of personal traits and properties, such as self-control, perseverance, responsibility, activity, etc.

The understanding of life and professional strategies, which we use in this work, is based on the ideas of modern psychologists about the regularities of the processes of personal and professional development - spontaneity, uncontrollability-controllability, determinism by "innate potentials" and external and internal conditions, which in various theories is interpreted as "creative means of designing a life path" (Abulkhanova-Slavskaya, 1991), as life realization and life creation (Donii & Nesen & Sokhan, 1996), strategic life choices (Pomytkina, 2014). And if the question of life strategy is investigated in the works of psychologists, then the problem of professional strategy remains open.

And if the questions of personal life strategy are raised quite actively in modern science, then the question of professional strategies is almost absent. In our opinion, in professional activity, the presence of a professional strategy as the main method and model of professional behavior should be revealed in depth.

Analysis of life strategies, their characteristics, features of manifestation were studied in the works of domestic and foreign scientists (Boyatzis & Sala, 2004; Abulkhanova-Slavskaya, 1991; Pylipenko, 2012; Pomytkina, 2014; Tytarenko, 2003). Research conducted by the representatives of the psychology scientific community Pomytkina (2014), Tytarenko (2003), Abulkhanova-Slavskaya (1991) indicate that in some works strategies were studied for professional career, but there is no analysis and selection of factors that influence the formation of a certain professional strategy. These scientific works served as the theoretical and methodological basis of our research.

For a clearer understanding of the concept of "life strategies", we will try to summarize several definitions. Some researchers, in particular, Abulkhanova-Slavskaya (1991), understand life strategy as the ability to design one's own life taking into account one's individual characteristics, personality type, and as a way to resolve contradictions between external and internal contradictions and living conditions, to transform conditions and situations of life in accordance with one's own life values. "The life strategy is a kind of unique law, a way of human existence in various spheres of life, which is the fundamental ability of a person to combine his or her own individuality with the conditions of life, to reproduce it and take risks" (Honcharenko, 2017, p. 80). However, what is missing here is an explanation that life strategy is not formed once and for all, as it is analyzed, evaluated, and comprehended by the individual on a continuous basis and is aimed at realizing certain functions. Life strategy, being formed in childhood, is a complex component of personal life, a certain way of organizing life, social and vital activity of a person, means, ways of achieving goals and realizing life plans. It ensures not only the development of life and professional plans and certain life decisions, but also determines a constructive way of solving life problems, including professional choices.

Life strategy is manifested in the behavior and actions of a person. Actual behavior is a way of personal existence. According to Titarenko (2003, p. 101), an act expresses the complexity of the relationship between the individual and society; an act concretizes, "grounds", embodies aspirations and desires, and promotes activity.

Analyzing the typological and action approaches, we came to conclusion that individual characteristics, the quality of psycho-emotional states, the dominance of any of the components of mental states - emotional, volitional, intellectual, etc. - indicate the presence of a personal lifestyle and the possibility of organizing one's life. This understanding allowed us to identify the strategy of action as a separate life strategy. This strategy is determined by daily actions and deeds that correspond to the basic principles of human life; comprehension, construction, and organization of one's life path and is reflected in the professional strategy. In our study, we have concluded that this life strategy can determine the formation of a certain professional strategy.

If we turn to the analysis of psychological literature and try to consider the understanding of the meaning of life through the prism of life strategies, we can point out that it is the meaning of life that determines the strategy and tactics of a person's life, reflecting satisfaction with one's own life and acting as a driving force for the person's life activity, his or her readiness to achieve life goals. Such a life strategy is a strategy of meaningful life choices. Our scientific research allows

us to identify its main characteristics: meaningfulness of life, emotional intensity, thoughtfulness, certainty of life's purpose, satisfaction with self-realization, ability to manage the events of one's own life, including the choice of profession and self-development in the profession. The formation of life's meanings, the choice of one's own life priorities, emotionality, and social and physical activity occur during the active period of adolescence and early adulthood. This period is favorable for learning the rules and norms of social and personal development and professional choice. This opinion is confirmed by various psychological studies. In particular, Titarenko (2003, p. 100) notes that "the meaning of life, which every person seeks, which he or she is constantly looking for, is the meaning of his or her life and creative path, which consists in self-knowledge and self-creation".

One of the components of the life strategy is the professional strategy, which we view as a complex, multicomponent phenomenon of professional life, which includes the ability to make independent professional decisions, the ability to plan a professional career, professional mobility, the ability to adapt to the professional environment and the requirements for a specialist, the ability of the individual to change his or her professional life, and, if necessary, the profession.

Thus, life and professional strategy are certain dynamic formations that can change under the influence of various factors, determined by a set of choices of actions and ways of social and professional behavior. Professional strategy, in our opinion, is realized in different professional situations in the same way and contributes to the reproduction and development of the individual in the process of life and the implementation of professional plans. That is why it is important to study the way to solve a number of professional problems, the way of professional behavior, both at the stage of choosing a profession and in the process of professional growth.

Research Aim

The purpose of the research was to determine the main functional characteristics of the life and professional strategy of the individual based on the presentation of the results of his own research.

Research Methodology

General Background

The theoretical analysis of the presentation of the results on the outlined problem is to be carried out in the context of the analysis of factors that influence the formation of professional strategies and personal development. The study was conducted using a specially designed questionnaire. The questionnaire consisted of open-ended questions, the answers to which allowed us to identify the psychological characteristics of professional strategy. The questions in the questionnaire were divided into blocks, where the first block included data on the place of residence, data on social status, health status and hobbies of the student. The second block combined questions, the answers to which allowed us to determine the factors that influenced the choice of profession; the third block of questions will allow us to analyze the factors that indicate the importance of the profession for the student; the fourth block of questions will allow us to analyze the factors that affect the place of employment. The answers to the fifth set of questions are intended to indicate the knowledge of students about the need for further professional development and their readiness for it. The last set of questions concerns the professional future and readiness to change professions. The survey participants had to identify a particular factor from a number of proposed ones, evaluating each one by its importance in a point system from 1 to 7, where 7 is the most influential factor.

Participants, Data Collection and Analysis

The study was conducted among students of two universities in the capital who studied «Psychology», «Social work», and «Special education» (total number of students surveyed 168) in full-time and part-time programs over the past four years, aged 18 to 55. The survey was conducted in compliance with the principles of anonymity and sincerity of answers. The empirical processing and interpretation of the data obtained was carried out using quantitative and qualitative analysis

of the data (descriptive statistics, comparison of samples), non-parametric Mann-Whitney U test, calculation of the average value of individual indicators of questionnaire data. To build a professional strategy, the author correlated the answers with other answers of each respondent. Data processing was carried out using the STATISTICA program.

Research Results

To study the main characteristics of the professional strategy and the factors that influence its formation, we used the author's questionnaire, which was developed in such a way as to obtain information about the social data of the study participants, the degree of awareness of professional choice.

The first part of the questionnaire included questions of basic information: gender, age, social and marital status, education, employment, hobbies, health. These data are not analyzed in this article.

The questionnaire also included questions related to future professional realization: availability of specialization, professional development, etc. Table 1 presents the numerical indicators of participants by specialty, average age and availability of professions and place of work and work (professional) experience in the chosen specialty at the time of the survey).

The survey participants were divided into groups according to the indicator "Form of study" (see Table 1). This distribution allowed us to carry out a statistical analysis between the groups using the non-parametric Mann-Whitney U test, where $n = 64$ - full-time and where $n = 104$ - part-time and to establish differences ($p < .05$) in the following professional strategies: strategy of cooperation, strategy of professional creativity, strategy of professional development and professional health.

Table 1
Ratio of Students by Profession and Professional Experience

Specialties	Average age indicator (in years)		Availability of profession and place of work (in %)		Availability of professional experience in the specialty (in %)	
	Full- time	Part-time	Full- time	Part-time	Full- time	Part-time
Psychologists	23	-	4	-	-	-
Social workers	29	45,7	27	92	8	27
Special educators	21	34	69	8	15	92

The analysis of the percentage values presented in Table 1 and the qualitative analysis of the questionnaire data allows us to conclude that future social workers and special educators of full-time and part-time forms of education have the opportunity to work in their existing or previous profession, which can be noted as a positive phenomenon, since this situation allows the formation of certain professional strategies. It is worth noting that the majority of future special educators have the first education - pedagogical. These are primary school teachers, music teachers. It is also worth noting that part-time study allows applicants for higher education to work in the field of previous professional training or in the specialty in which education is obtained. Such a position allows not only to expand professional skills, but also to expand strategies for performing job duties.

The second factor that expands the strategic opportunities of the profession is the awareness and independence of the choice of profession. Our study found that the choice of profession was influenced by parents in 35% of higher education applicants who entered the institution immediately after school, 47% of higher education applicants over 25 years old indicated the prestige and demand for a particular specialty as a factor of choice, 18% - it was a random choice of both the educational institution and the specialty. Among higher education applicants aged 18-20 who changed their professional profile by studying in other specialties, all 100% indicated a conscious choice of the specialty to which they switched to study.

Analysis of the answers to the question “To decide on the future profession, I...” (a number of answers and degrees (numerical indicators) of their influence were offered for the choice) is presented in Table 2, which shows that psychology students were responsible for the choice of their future profession: they studied the market of professions, got acquainted with the offers on the labor market in the relevant profession, studied the financial support of specialists, some students managed to work before entering a higher education institution. This indicates a creative non-standard approach to the choice of future profession. Among future social workers, a significant number of students have undergone vocational diagnostics with a psychologist, got acquainted with the proposals on the labor market, but the highest average value was shown by the factor of meeting their own financial needs, this indicator is also high among representatives of the pedagogical direction, as well as the confidence that they will find a job in the chosen profession without problems. It is important that representatives of all specialties had time to work in the future profession. Quite alarming is the fact of choosing higher education rather than a profession and the randomness of the choice (previous profession of economic profile) and the “fashionability” of the profession as the first.

Table 2
Factors that Influenced the Choice of Future Profession (Average Values)

No	Factors	Psychologists		Social workers		Educators	
		Full- time	Part-time	Full- time	Part-time	Full- time	Part-time
1	Studied the market of professions	2.4	-	3	1.17	3.29	2
2	Consulted with friends	1.6	-	1	3	2	2.3
3	Passed professional diagnostics with a school psychologist	1.4	-	4.31	2	1.6	2.1
4	Chose the profession of his parents	1.7	-	1	2	1	1.9
5	Chose a “fashionable” profession	3.1	-	4.72	1.8	3.6	2.3
6	Relying on the opinion of others	1.63	-	2	1.8	1.1	2.5
7	Got acquainted with the offers on the labor market	3.8	-	4.3	2.7	3.3	4.2
8	Chose a profession that will meet my financial needs	3.5	-	5.3	2.7	5	3.91
9	Chose a profession in which you can find a job	1.8	-	5	4	5	3
10	Before entering the university, I worked	2.9	-	6.3	5.3	2.1	4.1
11	Chose not a profession, but an education	2.1	-	3	4	2.7	3.4
12	Chose my profession by accident	1.1	-	1	1.1	4.6	2.4

Analysis of average numerical indicators of answers to the question: “My employment depends on...”, allowed us to come to conclusion about the importance of such factors as professional knowledge and skills, the level of development of professional competence, creativity, the availability of additional knowledge and skills. But unfortunately, not for representatives of all specialties there is an understanding of the need to improve professional knowledge. More precise data are presented in Table 3.

Table 3
Factors that Influenced the Employment of a Specialist (Average Values)

No	Factors	Psychologists		Social workers		Educators	
		Full- time	Part-time	Full- time	Part-time	Full- time	Part-time
1	My physical health	2.9	-	1.3	1.5	5.3	5.5
2	Level of education	5	-	5.31	5.3	2	1.1
3	Presence of children	1.9	-	4.31	2.7	2.2	2.6
4	Child's health	2.3	-	2.7	2.6	6	6.1
5	Knowledge and skills	5.4	-	2.8	5.8	6.1	6.1
6	Level of development of professional competencies and skills	5.7	-	5.2	5.8	5	5.8
7	Level of creativity	4.8	-	5	5	5.3	6
8	Additional knowledge that does not directly affect my work (for example, knowledge of a foreign language)	5.3	-	4.7	4.7	4.5	4.9
9	Continuous improvement as a professional (I have additional education, attend advanced training courses, read a lot of new professional information)	5.1	-	4	4	1	1.3

The analysis of qualitative and quantitative indicators by the questions of the questionnaire allowed us to make an assumption that it is the analysis of strategies for choosing a profession and the possibility of adequate employment that is the main basis for the formation of professional strategies. The main structural elements that are more or less present in the strategies presented below and determine their characteristics are: the ability to adapt to the conditions of the profession and life, stress resistance, readiness for professional development, readiness to achieve professional success, professional activity, professional mobility, attitude to the profession as the implementation of a life plan. The presence of these structural elements determines the nature of a particular strategy.

Let us name and describe the professional strategies we offer.

Cooperation strategy - will allow to realize own plans for personal and professional self-development, to develop the ability to learn and assimilate new patterns of professional behavior, professional mobility, to develop the necessary professional qualities for representatives of helping professions such as stress resistance, intuition, empathy, openness to listening, etc.

The strategy of professional creativity involves the realization of the goals of professional and personal self-development, the ability to generate new professional and personal goals, autonomy, professional activity, professional creativity and ingenuity, freedom of choice and purposefulness, creative self-realization in the profession.

The strategy of professional development and occupational health involves understanding of occupational risks, development of the ability to take care of physical and occupational health, professional activity, positive attitude to the profession, readiness for professional improvement and development as an opportunity to reduce occupational risks, ability to adapt to the conditions of the profession and life, stress resistance.

Conclusions

Life strategy and professional strategy are quite complex social and psychological phenomena. The basis for the characterization of professional strategy should be the existing signs of the ability to adapt to the conditions of the profession and life, stress resistance, readiness for professional

development, readiness to achieve professional success, professional activity, professional mobility, attitude to the profession as the implementation of a life plan. Certain combinations of these features allowed us to identify several professional strategies: strategy of cooperation, strategy of professional creativity, strategy of professional development and occupational health.

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THE IMPACT OF DIFFERENT TYPES OF PROBLEMS EXPERIENCED DURING COVID-19 PANDEMIC ON INDIVIDUAL LIFE

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Abstract

Covid-19 pandemic caused many problems in human life. Estimation if different types of problems were inter-related and if some types of problems were more frequent than others revealed that the health-related problems were subjectively assessed by 524 Bulgarians as the most influential ones during the COVID-19 pandemic, followed by the diminishing order of influence of economic, psychological, family, and political problems. These different types of problems were all interrelated with each other and the presence of one type of problem was accompanied by all the other problems. This finding means that the efforts for handling some specific problems should be concentrated at the same time on a constellation of problems.

Keywords: Covid-19 pandemic, economic problems, family problems, health-related problems, political problems, psychological problems

Introduction

Covid-19 pandemic provoked some deep changes in human life and most of them were related to a variety of different problems – economic, psychological, health-related, family-related, political problems that seem interconnected. Considering the impact of COVID-19 on human life, we attempt to estimate if some types of problems were more frequent than others. Such findings may concentrate more efforts for handling some specific problems.

COVID-19 pandemic has affected physical and psychological health (Dai et al., 2021; Scapaticci et al., 2022), social, economic (Haleem et al., 2020; Kalil et al., 2020; Karunathilake, 2020; Mishra et al., 2020; OECD, 2020), and family functioning (Kalil et al., 2020). The economic problems during the pandemic period were related to disrupting the production and supply of some goods (Haleem et al., 2020), diminishment of income and increase of unemployment in some industries (Mishra et al., 2020), for example tourism, travel, and transport (United Nations, 2022). Income losses during the pandemic are associated with some psychological problems such as depressive symptoms, stress, diminished sense of hope, and negative interactions with the family members, but if parents spend more time with their children without income losses, then parent-child interaction is more positive (Kalil et al., 2020). Some other psychological problems during COVID-19 pandemic are anxiety, increased risk for domestic violence, and reduced opportunities for coping with stress (Fegert et al., 2020), for example because of the restricted social contacts and in this way limited social support.

The political problems during the pandemic period were related to some measures to cope with the problem such as studying or working from home (OECD, 2020) and lockdown. Lockdown measures during Covid-19 pandemic in Europe and the United States (the government imposed at least one compulsory, non-pharmaceutical intervention that restricted peoples' freedom and possibilities such as limiting travelling, closing schools, etc.) had little to no effect on COVID-19 mortality, had little to no public health effects, but lockdown measures imposed enormous economic and social costs where they had been adopted (Herby et al., 2022).

The health - related problems during the pandemic period concerned the threat for human life from the coronavirus disease, increased stress and apprehension, overburden of medical staff, neglect of the needs of patients suffering from other diseases (Haleem et al., 2020; Mishra et al., 2020), partly disrupted medical supply (Haleem et al., 2020), worsened health status and a higher risk of different illnesses after diagnosis with Covid-19 (Hacker et al., 2021) or because of sedentary lifestyle and social isolation (Scapaticci et al., 2022).

The social consequences of coronavirus pandemic were related to imposed social isolation that negatively affected the personal life and intimate relationships, restricted public celebration of holidays, diminished possibilities for entertainment (Haleem et al., 2020; Mishra et al., 2020), including cancellation or postponement of some sport events, as well as restricted travelling (Haleem et al., 2020).

In the scientific literature, one study described 29 positive impacts and 25 negative impacts of coronavirus pandemic at the local, regional and global contexts (Karunathilake, 2020), so one could get the impression that the pandemic situation has stimulated more positive changes in the society because of the higher number of positive impacts than negative impacts, but most of these described positive impacts (17 out of 29) were seen as opportunities that have not been realized/finalized yet. This is an optimistic approach to the COVID-19 pandemic as an experience to be learned for further growth and family cohesion, but its disadvantages may outweigh its benefits (Fegert et al., 2020). Another study found the equal number of 4 negative and 4 positive experiences of COVID-19 pandemic, and the negative experiences were mainly related to psychological and social problems (Fioretti et al., 2020).

These different types of problems (health-related, psychological, economic, family, and political) experienced during COVID-19 pandemic seem interrelated. The aim of this study was to establish if these different types of problems were interrelated and if some specific problems prevailed during COVID-19 pandemic.

Research Methodology

Procedure

Data were collected online by means of Google Forms in 2021. Participation was voluntarily and only Bulgarian adults over 18 years old were invited to participate.

Participants

The participants in the study were 524 Bulgarians, among them 150 men and 374 women, 178 suffering from chronic diseases and 346 not diagnosed with any chronic disease, 86 suffered from COVID-19 and 438 not diagnosed with COVID-19, 329 without children and 195 had children, 228 did not have any intimate partner and 296 had an intimate partner, 372 did not practice sport and 152 practiced sports at least once per week.

Instrument

A survey was conducted by means of several questions formulated on the basis of the questions offered by Burkova (V. Burkova, personal communication, 26 April 2021) and slightly modified. These questions were:

- Did the economic problems (change in income, price increase) have influence on your life during the spread of the COVID-19 pandemic?
- Did the family problems (change in relations with a spouse, parents or children; unsettled personal life, etc.) have influence on your life during the spread of the COVID-19 pandemic?
- Did the health-related problems (illness, restriction of access to medical care, sleep problems, and increasing use of alcohol/drugs etc.) have influence on your life during the spread of the COVID-19 pandemic?
- Did the political problems (tense situation at the international level and in relations between countries) influence your life during the spread of the COVID-19 pandemic?
- Did the psychological problems (increased stress, anxiety, aggression on the background of a pandemic) have influence on your life during the spread of the COVID-19 pandemic?

These questions were answered on a 5-point Likert scale (-2 - not influenced; -1 - rather not influenced; 0 – it is difficult to answer; 1 - rather influenced; 2 - yes, influenced).

Data Analysis

Descriptive statistics, Spearman's rho correlation coefficient, Mann-Whitney *U* were computed by means of SPSS 20.

Research Results

Table 1 shows the results about degree of influence of economic problems on individual life within one year of the spread of COVID-19 pandemic.

Table 1

Frequency Distribution of the Degree of Influence of Economic Problems on Individual Life within One Year of the Spread of COVID-19 Pandemic

Did the economic problems (change in income, price increase) have influence on your life during the spread of the COVID-19 pandemic?	Frequency	Percent
Not influenced	18	3.4
Rather not influenced	15	2.9
It is difficult to answer	8	1.5
Rather influenced	465	88.8
Yes, influenced	18	3.4

Most participants (92.2%) considered that economic problems influenced their life during the spread of COVID-19 pandemic (see Table 1). The participants suffering from chronic diseases (Mean Rank = 273.51) estimated that the economic problems more strongly influenced their life than the participants non-diagnosed (Mean Rank = 256.83) with any chronic diseases (Mann-Whitney $U = 28833.500$, $p = .030$). The participants who had children (Mean Rank = 271.94) estimated that the economic problems more strongly influenced their life than the participants who did not have (Mean Rank = 256.91) any children (Mann-Whitney $U = 30237.000$, $p = .045$).

Table 2
Frequency Distribution of the Degree of Influence of Family Problems on Individual Life within One Year of the Spread of COVID-19 Pandemic

Did the family problems (change in relations with a spouse, parents or children; unsettled personal life, etc.) have influence on your life during the spread of the COVID-19 pandemic?	Frequency	Percent
Not influenced	20	3.8
Rather not influenced	23	4.4
It is difficult to answer	7	1.3
Rather influenced	461	88
Yes, influenced	13	2.5

Most participants (90.5%) considered that family problems influenced their life during the spread of COVID-19 pandemic (see Table 2). The participants who did not have any intimate partner (Mean Rank = 276.07) estimated that the family problems more strongly influenced their life than the participants who had (Mean Rank = 252.05) an intimate partner (Mann-Whitney $U = 30650.000, p = .001$).

Table 3
Frequency Distribution of the Degree of Influence of Health-related Problems on Individual Life within One Year of the Spread of COVID-19 Pandemic

Did the health-related problems (illness, restriction of access to medical care, sleep problems, and increasing use of alcohol/drugs etc.) have influence on your life during the spread of the COVID-19 pandemic?	Frequency	Percent
Not influenced	17	3.2
Rather not influenced	20	3.8
It is difficult to answer	2	0.4
Rather influenced	465	88.7
Yes, influenced	20	3.8

Most participants (92.5%) considered that health-related problems influenced their life during the spread of COVID-19 pandemic (see Table 3). The participants who were infected with COVID-19 (Mean Rank = 280.15) estimated that the health-related problems more strongly influenced their life than the participants non-diagnosed (Mean Rank = 259.03) with COVID-19 (Mann-Whitney $U = 17316.000, p = .031$). The participants who did not practice sport (Mean Rank = 267.61) estimated that the health-related problems more strongly influenced their life than the participants who practiced sport (Mean Rank = 249.99) at least once per week (Mann-Whitney $U = 26370.000, p = .028$).

Table 4
Frequency Distribution of the Degree of Influence of Political Problems on Individual Life within One Year of the Spread of COVID-19 Pandemic

Did the political problems (tense situation at the international level and in relations between countries) have influence on your life during the spread of the COVID-19 pandemic?	Frequency	Percent
Not influenced	16	3.1
Rather not influenced	17	3.2

Did the political problems (tense situation at the international level and in relations between countries) have influence on your life during the spread of the COVID-19 pandemic?	Frequency	Percent
It is difficult to answer	457	87.2
Rather influenced	23	4.4
Yes, influenced	11	2.1

Most participants (87.2%) had some difficulties to estimate if the political problems influenced their life during the spread of COVID-19 pandemic (see Table 4). Only 6.5% of the participants stated that the political problems influenced their life during the spread of COVID-19 pandemic (see Table 4).

Table 5
Frequency Distribution of the Degree of Influence of Psychological Problems on Individual Life within One Year of the Spread of COVID-19 Pandemic

Did the psychological problems (increased stress, anxiety, aggression on the background of a pandemic) have influence on your life during the spread of the COVID-19 pandemic?	Frequency	Percent
Not influenced	19	3.6
Rather not influenced	14	2.7
It is difficult to answer	8	1.5
Rather influenced	458	87.4
Yes, influenced	25	4.8

Most participants (92.2%) considered that psychological problems influenced their life during the spread of COVID-19 pandemic (see Table 5). The participants who did not have any intimate partner (Mean Rank = 273.45) estimated that the psychological problems more strongly influenced their life than the participants who had (Mean Rank = 254.07) an intimate partner (Mann-Whitney $U = 31248.500, p = .012$).

There were not any gender differences in the estimated impact of any kind of problems (psychological, economic, political, health-related and family) on human life ($p_{\text{Mann-Whitney } U} > .05$).

Perception of economic problems as influential on human life positively correlated with perception of family problems ($r = 0.246, p < .001, N = 524$), health-related problems ($r = 0.460, p < .001, N = 524$), political problems ($r = 0.221, p < .001, N = 524$), and psychological problems ($r = 0.275, p < .001, N = 524$) as influential for human life during COVID-19 pandemic.

Perception of family problems as influential on human life positively correlated with perception of health-related problems ($r = 0.513, p < .001, N = 524$), political problems ($r = 0.149, p = .001, N = 524$), and psychological problems ($r = 0.511, p < .001, N = 524$) as influential for human life during COVID-19 pandemic.

Perception of health-related problems as influential on human life positively correlated with perception of political problems ($r = 0.412, p < .001, N = 524$), and psychological problems ($r = 0.611, p < .001, N = 524$) as influential on human life during COVID-19 pandemic.

Perception of political problems as influential on human life positively correlated with perception of psychological problems ($r = 0.316, p < .001, N = 524$) as influential on human life during COVID-19 pandemic.

Discussion

The influence of health-related problems on human life prevailed among the studied participants (92.5%) during the COVID-19 pandemic, followed by the influence of economic and

psychological problems (92.2% for each of them), and then by the influence of the family problems (90.5%), while only 6.5% of the participants were influenced by the political problems during the spread of COVID-19 pandemic that may be related to the fact that the political actions in different countries were generally directed to cope with the pandemic spread and its consequences. The psychological and family problems more strongly influenced the participants without an intimate partner who did not receive enough support to cope with such problems during the Covid-19 pandemic. The economic problems more strongly influenced the participants with children and the participants suffering from chronic diseases who needed more expenses for themselves or for their family members who depended on them. The health-related problems more strongly influenced the participants who were infected with COVID-19 and the participants who did not practice sport. That is evidence in support of participants' sincerity.

These different types of problems were all interrelated with each other and the presence of one type of problem was accompanied by all the other problems. The strongest positive connection was between the health-related problems and psychological problems ($r = 0.611$, $p < .001$, $N = 524$) as influential on human life during COVID-19 pandemic, followed by the strong positive connection between the health-related problems and family problems ($r = 0.513$, $p < .001$, $N = 524$) as influential on human life during COVID-19 pandemic. In the third place, there was a strong positive connection between the psychological problems and family problems ($r = 0.511$, $p < .001$, $N = 524$) as influential on human life during COVID-19 pandemic. There was also a strong positive connection between the health-related problems and economic problems ($r = 0.460$, $p < .001$, $N = 524$) as influential on human life during COVID-19 pandemic. These connections reveal the central place and importance of health-related problems, psychological problems, and family problems for human life. Such finding corresponds to the leading values health and happy family life shared among Bulgarians (Stoyanova, 2005).

There are some limitations of this study related to the subjectively assessed impact of different types of problems on human life during the coronavirus pandemic and the lack of some objective measures of this impact. However, there are some indicators of sincerity of the participants such as correspondence of the findings with some previous research on human values or on the benefits of physical activity for human health.

Conclusions

This study compared the subjectively assessed degrees of influence of different types of problems on human life during the Covid-19 pandemic. The efforts for handling some specific problems should be concentrated at the same time on a constellation of problems – health-related, economic, psychological, and family problems that all were intertwined. A cross-cultural study may further establish if such interconnections between these different types of problems are global or culturally specific. Different countries faced similar problems during the COVID-19 pandemic that gives some reason to expect that globally the impact of different types of problems on human life should be interrelated.

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PROBLEMS
OF PSYCHOLOGY
IN THE 21st
CENTURY

ISSN 2029-8587 /print/, ISSN 2538-7197 /Online/

GUIDE FOR AUTHORS

General Information

The publication language is English. All authors must take care of the language revision on their own. The language must be clear and accurate. The work should be written in an impersonal style. The editor reserves the right to send the manuscript to be reviewed. If English is a second language for the author, please consider having the manuscript proof read and edited before submitting.

Format of Manuscripts

Title

The main research idea/problem should be reflected in the title. The title should show the nature of the research/study. It is recommended to avoid the title of the question form. The recommended length for a title is no more than 12 words (APA, 2.01, p. 23).

The title of the paper 14-point, bold with capital letters, align left; titles in the text (chapters) 12-point bold, not numbered; sub-titles (subchapters) 12-point, italic, not numbered. There must be 1 empty line before and after a title or a subtitle. The text chapters must be separated by 1 empty row. The title should be concise and informative. Avoid abbreviations.

Author names and affiliations

Full names/surnames should be provided. Please indicate affiliations of the author(s). All the e-mails should be indicated below.

Abstract

The first page of the manuscript must begin with the title of the paper and an abstract which should be about 150 - 250 words. For the papers reporting original research, state in brief: the primary/main aim (the research questions addressed or any hypothesis tested); the research design; the methods and procedures employed; the number of participants; the main outcomes and results; the conclusions drawn from these data and results, including their implications for further research or application/practice. An abstract represents briefly a content of a text. Do not cite references in the abstract. The abstract should grip the reader's attention.

Keywords

Please provide 3 to 5 keywords in alphabetical order. Note that a keyword does not have to be made of only one word. At least one of these should indicate the topic area and one should indicate the methodology of the research.

The structure of the manuscript (recommended)

The body of the text of the manuscript must generally have the following parts:

- abstract + keywords;
- introduction (it can be divided into some subchapters if needed);
- methodology of research (it is recommended to divide /rubricate);
- results of research;
- discussion;
- conclusions and/or implications;
- acknowledgements (if any);
- references (in APA style);
- appendix (if any).

P.S. The structure can be different if the paper is only theoretical qualitative research.

The length of the manuscript

The manuscript should be not shorter than 6 pages (including references, tables and figures). Manuscripts should be typed on A4, in Times New Roman 12-point font size, single-spaced, 2.5 cm with all the margins, word-document (Word 6.0 or later) format.

Acronyms

Acronyms should be defined the first time they appear.

Tables and figures

Tables and figures should be valuable, relevant, and visually attractive. Tables (made in Word or another software) and figures must be referred to in the text and numbered in the order of their appearance. Each table and figure should have a complete, descriptive title; and each table column an appropriate heading. The texts in tables and figures should be 11-point (in some cases 10) and their width should be 12 cm at maximum. The figures should be in format .jpg (unless done in Word or Excel); resolution 1200 dpi. Figures, tables (black and white colour, without ground-colour) and captions should be inserted within the manuscript at their appropriate locations. All the graphics (figures) must be editable. The font size should be Times New Roman for all figures and tables. Figures should be *carefully* explained in the text and cited in numerical order.

It is the author's responsibility to obtain permission to reproduce illustrations, tables, etc. from other publications.

Discussion

Focus the discussion to the two important questions: What is already known about your topic? What your research adds? It is recommended that the aim and major findings of the research should be reminded. And then the similarities and differences of the findings with previous research studies should be exemplified in detail.

Conclusions

This part is not a summary. Bring out the significance of your research. Show how you've brought closure to the research problem, and point out remaining gaps in knowledge by suggesting issues for further research. The main research outcome should be clearly seen.

References

The title „References“ must be used. APA style for writing references in the text and in the reference list must be used. References in the text should be presented in parentheses (Knox, 1988; Martin, 1995). If necessary, the page can be indicated: (Martin, 1995, p. 48). The list of references should be presented after the text.

The author should make sure that there is a strict one-to-one correspondence between the names and years in the text and those on the list. All the references should be listed in alphabetical order by author's name.

For the sake of accuracy, references should always be as updated as possible, also in the interest of the readers and researchers on the topic the paper is dealing with.

Notes

Note 1: Manuscripts in which references are not in the APA style will be returned without review.

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Note 5: All papers are checked by CrossCheck system (iThenticate).

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Updated: January 2018

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5th International Baltic Symposium on Science and Technology Education (BalticSTE2023)

„SCIENCE AND TECHNOLOGY EDUCATION: NEW DEVELOPMENTS AND INNOVATIONS“

12-15 June 2023, Šiauliai, Lithuania

First Announcement & Call for Papers

Dear Colleagues,

On behalf of the organizing committee, we are delighted to welcome you to Šiauliai, Lithuania, for the V International Baltic Symposium on Science and Technology Education, BalticSTE 2023.

The Symposium will be held in Šiauliai (Lithuania) in June 2023 during days **12-15**.

We cordially encourage you to attend and contribute to one of the major events of 2021 on the field of science and technology education. We are confident that you will appreciate the scientific program and the city of Šiauliai. We look forward to seeing you in 2023 in Lithuania.

Symposium Organizer

Scientific Methodical Centre „Scientia Educologica“, Lithuania

<http://gu.puslapiai.lt>

Symposium Main Partners

Šiauliai County Povilas Višinskis Public Library
<https://savb.lt/en>

Ecological Education Center, Vilnius, Lithuania
<https://zpasaulis.lt>

Ways of Participation

- Oral Presentation
- Interactive Poster Presentation
- Workshop
- Listener

Symposium Aim

The symposium aims to provide an international multidisciplinary platform for discussion and debate among science and technology education providers, policy makers, academics, and researchers on contemporary strategies and issues in science and technology education.

Symposium Language

The official language of the symposium is **English**

SYMPOSIUM PAPER

Delegates, who would like to present their work at the BalticSTE2023, are invited to submit a paper for consideration by the Scientific Committee. The recommended **template** is available on the symposium website.

The proposal should be plain text typed in English and should be between 6 and 9/10 A4 page. Text margins: top and bottom 20mm, left - 25mm, right - 20mm. The text must be elaborated in Word for Windows, using 12 point Times New Roman letters, line spacing – single.

Title of contribution

author(s) - name first then the family name;

affiliation: institution, city, country;

The main text that should contain:

1. Abstract (150-200 words, in 11 pt size) + keywords (3 - 5 keywords).
2. Introduction: Background, framework, and purpose/research questions etc.
3. Research (Study) Methodology: General characteristics, sample, instrument and procedures, data analysis etc.
4. Research Results
5. Discussion
6. Conclusions and Implications
7. Acknowledgements (if any)
7. References (Cited references only APA 7th ed. Some examples can be found here:
<https://sfcollege.libguides.com/apa7/articles#s-lg-box-22344882>

The use of footnotes to the text is not recommended. The work should be written in an impersonal style.

One presenting author may submit only one paper. The Paper should be prepared as attractively as possible, much like a manuscript for journal submission. All papers will undergo a double peer-review procedure.

No paper will be published or presented as a poster without the payment of the registration fees

Please note that the Paper is not *required* in order to complete your *Symposium registration*. You can take part in the Symposium as a Listener/Presenter.

Accepted Papers will be published in the BalticSTE2023 Proceedings (with an ISBN number (print and online)) and will be included in *CEEOL*, *ERIC*, *Academic Resource Index*, *ProQuest*, *Internet Archive*, *Scribd*, etc.

For any questions in regard to the submission process: balticste@gmail.com

Paper Focus should fall within on one of the following Subject Strands:

Subject: Science Education	Subject: Technology Education
STEM; STEAM education	Computer education
Biology education	ICT education
Chemistry education	Robotics education
Physics education	Online/distance education
Environmental and ecological education	Technological literacy

ACTIVITY TIMELINES

Activities	Date – no later than
First announcement (call for papers)	30th December, 2022
Second announcement	30th March, 2023
Confirmation of reviewers	30th March, 2023
Submission of papers for review	15th April, 2023
All review feedback to authors	30th April, 2023
On-line registration opens	15th September, 2022
On-line registration closed	15th May, 2023
Submission of re-worked papers	15th May, 2023
Payment of registration fees by all participants (*See note below)	30th May, 2023
Provisional programme released to participants	25th May, 2023
Final programme released to participants and the public	05th June, 2023

Note If final arrangements for payment of registration fees are not processed by 30th May 2023, paper(s) of those concerned, will NOT be included in the symposium programme. Kindly adhere to deadline dates. ‘Early is good’.*

IMPORTANT DATES

Symposium Dates	12 – 15 June 2023 (10/11 - arrival; 16/17 - departure)
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REGISTRATION

Researchers interested in attending the BalticSTE2023 Symposium, together with accepted paper authors and/or presenters/listeners, should register online through: <http://balticste.com/register>
Registration opens **15th September, 2022**.

Until April, 30, 2023 (Early Bird)			After April 30 – till May 30, 2023		
Participant (author/presenter)	Participant (student/listener)	Accompanying Persons	Participant (author/presenter)	Participant (student/listener)	Accompanying Persons
200 EUR	100 EUR	80	240 EUR	120 EUR	100

- The participation fee will cover:
 - **Participant (author/presenter):** electronic and printed symposium proceedings, refreshments, social event, expenses for symposium administration, 1x lunch, gala dinner.
 - **Participant (student/listener):** electronic symposium proceedings, refreshments, social event, expenses for symposium administration, 1x lunch, gala dinner.

- **Accompanying persons:** refreshments, social event, expenses for symposium administration, 1x lunch.
- Registration of authors is accepted only after paper acceptance
- All payment should be made by bank transfer to the indicated bank account or via PayPal.
- All bank transfer commission fees/taxes should be covered by participant.
- Confirmation of payment should be sent to the organization committee via e-mail: balticste@gmail.com or gu@gu.puslapiai.lt
- Cancellations should be made in writing to the BalticSTE2023 Secretariat.
- Cancellations will not be possible after May 15, 2023.
- For any cancellation submitted:
 - **till 15/05/2023**, full refund will apply except from a processing fee of 25€ for Participants, 10€ for Accompanying Persons and of 15€ for Students. Bank charges to be deducted from the refunded amount.
 - **Between 16 May and 30 May 2023** - 50% refund (bank charges to be deducted)
 - **After 30 May 2023** – no refund
- Refunds will be paid into the account from which the original registration fee emanated.
- All refunds will be made after the Symposium.

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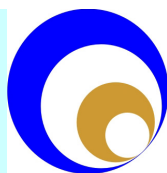
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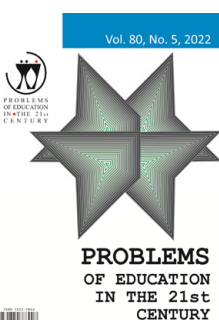
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